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# Secondary School Diploma Requirements

Issued under the authority  
of the Minister of Education  
Hon. Thomas L. Wells

H.S.1 1974-75



# Contents

<b>Introductory Notes</b>	<b>2</b>
<b>The Student's Program within the Credit System</b>	<b>3</b>
Philosophical Objectives	
Organizational Objectives	
<b>Building a Student Program</b>	<b>4</b>
Course Selection	
Planning	
Areas of Study	
Development of Courses	
Selection of Textbooks for Use with Courses	
<b>Diploma Requirements</b>	<b>6</b>
Definition of a Credit	
The Secondary School Graduation Diploma	
Requirements for the Secondary School Graduation Diploma	
Certificate of Training	
The Secondary School Honour Graduation Diploma	
<b>Special Provisions and Services</b>	<b>8</b>
Correspondence Courses	
Evening Classes	
Private Schools	
Private Study	
Summer Schools	
Guidance Services	
Library Resource Centre	
<b>Appendix A: Ministry of Education Intermediate and Senior Division Guidelines and Courses</b>	<b>10</b>
<b>Appendix B: Certificates Accepted for Credits in Music for the Secondary School Graduation Diploma</b>	<b>12</b>
<b>Appendix C: Certificates Accepted for Credits in Music for the Secondary School Honour Graduation Diploma</b>	<b>12</b>

# Introductory Notes

- 1 The new requirements for the Secondary School Graduation Diploma of four credits in English Studies and two credits in Canadian Studies as described on page 7 apply to students entering a secondary school program after September 1, 1974.
- 2 Principals of special vocational and principals of composite secondary schools offering special vocational programs, as well as all principals offering Special Education services, should note that the sections on Occupational Education and Special Education have been removed only so that the information they contained could be incorporated under the appropriate headings relating to all secondary school organization and diploma requirements.
- 3 It should be noted that the Music Certificate described on page 7 as well as in Appendix B and Appendix C can be used in addition to school music credits. Principals may suspend implementation of this policy change until 1975-76 if they feel it would be in the best interest of a student to do so.



# The Student's Program within the Credit System

## Philosophical Objectives

The primary purpose of a school is to help each student develop to the maximum his potential as an individual and as a member of society who will think clearly, feel deeply, and act wisely. This purpose can be achieved by facilitating the intellectual, social, moral, physical, and emotional growth of young people and by developing more fully the knowledge, skills, and aptitudes that they bring to the secondary school. The vital qualities of intellectual curiosity and imagination also require constant encouragement. At the same time, recognition of the dignity of work and the satisfaction of achievement will allow students of varying interests and abilities to take pride in their personal efforts. A student who accepts new challenges and learns to make responsible decisions should develop a spirit of inquiry that will inspire him with the desire and confidence to continue learning throughout his whole life.

It follows, therefore, that a student's program should reflect his state of development as well as his expectations of achievement. Advice must be available to each student and his parents regarding the courses best suited to his needs, interests, abilities, and goals for the future. The selection of courses that make up a program leading to a diploma or certificate is one way in which the student can participate in a decision-making process. He should also be making decisions concerning his personal educational goals and the use of whatever unstructured time is available. Thus both the student and his parents can share with the school the responsibility for educational achievement in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

In Ontario the fundamental aims of secondary education are being achieved in several ways. Continued emphasis is being placed on understanding the objectives and achievements of elementary schools and close contact is being kept with developments in post-secondary education as well as in the various fields of business and industry. The secondary school itself is offering an increasingly diverse range of learning experiences which entitle students to educational credits. In addition, new opportunities are being sought locally to articulate aims and objectives, plan curriculum, provide opportunities for professional development, encourage a close relationship between the school and the community, and involve students in the establishment of curricular and organizational patterns.

## Organizational Objectives

Secondary school organization under the credit system, in so far as it is consistent with the financial and human resources available in a school, allows each student to have a program suited to his individual needs and aspirations. The opportunity for each student to work at his own level, to reach ahead in some subjects and engage in more basic work in others, can be provided if courses with different approaches and varying degrees of intensity are offered in many subject fields. The organization of a secondary school program that permits differentiated progress for individual students, however, requires time, energy, and dedication. Various organizational patterns, which may have distinct advantages in particular situations, may also create special demands on principals, teachers, and students. If, for example, the conventional class is no longer used as an organizational or instructional unit, provision should be made for each student either to relate to a teacher who can act as a personal advisor or to belong to a group that can offer continuing support and stability.

Again, if many individual differences are to be accommodated within a subject or course, there must be careful and perceptive adaptation of curriculum guidelines, a constant awareness of standards, and a flexible organizational structure. Current technical and business courses, for example, offer diversity in content, function, and approach. The aims and objectives of students in practical education courses may involve in-depth specialization with immediate vocational goals, or general business and technical awareness, or a broad base of compatible disciplines providing a background for post-secondary education. Thus, because of these varying objectives, students who could be grouped together for scheduling purposes might have their particular courses assigned to different areas of study according to the focus and depth of their work. Different credit values might also be given to these particular courses according to the amount of time and work scheduled for each student.

School schedules should accommodate whatever educational techniques seem most appropriate for varying sizes of student groups, differing patterns of time allotment, and the restructuring of courses to allow multi-disciplinary approaches. A flexible scheduling system should also provide for a variety of learning experiences based on student inquiry and research, on individual and independent study, on group instruction, on small group interaction, and on participation in the community. Because the

definition of a credit given in this document establishes time as a genuinely flexible resource, it permits the use of longer or shorter cycles, out-of-school activities as part of the curriculum, block or modular units, and full-year, semester, or trimester scheduling.

Traditionally, schools have met the needs of students with learning difficulties through the services of Special Education, special vocational schools, or occupational education in composite secondary schools. These exceptional students have been defined as those children who have physical, intellectual, social, communication, or emotional differences to such a degree that curriculum modification or special services must be provided for them. A few severely handicapped students may need specialized residential schools such as those for the blind or deaf. Some school boards, however, are now planning for the education of many of these students within the educational facilities of their home communities.

The trend away from the practice of segregating and labelling students or packaging total programs is intended to extend the opportunities for exceptional students. Flexibility in scheduling should enable the particularly gifted students, as well as those with learning problems, to follow courses from which they can derive the maximum benefit. Specially designed courses whose purpose is to provide practical training for those students who need a program that will prepare them for specific occupational goals or further training continue to be important. Furthermore, appropriate programs of four or five years' duration should be available for all students who want or need them.

Procedures for evaluating student progress should be varied enough to meet the requirements of different individuals and groups of students, different courses, and different learning environments. Formative and summative appraisal, standardized testing, subjective and objective assessment, examination of cognitive, affective, and psychomotor development—all these methods of evaluation should be considered for both the advantages and disadvantages each may have in any learning situation. The most effective evaluation relies on abundant information gathered by observation and assessment, to which the professional judgement of the teacher is applied as the significant factor in determining student progress and achievement. When suitable



# Building a Student Program

methods of evaluation are used, evaluation itself becomes part of learning for both student and teacher.

Subject promotion, which is an integral part of the credit system, makes it possible for a student to repeat or change courses in which he has not been successful without having to repeat others in which his progress has been satisfactory. However, no matter what evaluation processes are used within individual courses to assess a student's achievement, it is still necessary for the principal and his staff to have a method of monitoring the over-all progress of that student through the secondary school. The Ontario School Record system is a basic element in such a process.

The principle of continuous progress in education operates most successfully when the expectations of achievement are neither too low nor too high for students choosing a particular course. Thus the expectations of achievement should be realistically related to the objectives of a course and clearly identified to all students, with progress measured, judged, and reported by appropriate means.

It is imperative that students learn; they should be able to investigate, analyze, synthesize, interpret, report, evaluate, and make the occasional intuitive leap in the pursuit of knowledge. The organizational structure of each secondary school should provide the most appropriate means by which individual students and teachers can engage in educational processes that satisfy their mutually established goals.

## Course Selection

Because all the courses offered in a school are selected and developed by the principal and his staff with the approval of local supervisory officials, and because these courses are either developed from Ministry guidelines or approved directly by the Ministry, each one is considered to have educational merit.

Perceptions, of course, vary from community to community, from school to school, from teacher to teacher, and from student to student about the relative value of any particular subject or course. Fortunately the desire to provide students with the many skills, perspectives, attitudes, and understanding that will allow them to participate richly and wisely in the life of this province and this country can be fulfilled in different ways and through various subject areas. Thus it is considered appropriate for each school to establish its own educational priorities, just as it develops its own curriculum to meet the needs, interests, and abilities of the students in its community. *The recommendations of the principal and his staff should, therefore, have a significant influence over the selection of courses made by each student. All such curricular choices, however, continue to be subject to parental approval.\**

## Planning

There are several principles to be considered in planning individual programs for students:

- 1 Each student should have sufficient basic skills to allow him to continue his education with competence and confidence.
- 2 Each student should be advised to take courses that will capitalize on his abilities, interests, needs, and educational goals without limiting unnecessarily his future occupational and educational choices.
- 3 Each student should be advised of the importance of certain national priorities in education, including, for example, physical fitness, an understanding and appreciation of both the English and French languages, and an awareness of Canada's heritage.
- 4 A student should be encouraged to take courses that seem appropriate to his abilities and expectations of achievement, with the recognition that some courses may require certain prerequisites and that some subjects are normally studied in a prescribed sequence.

5 Unscheduled time and independent study should be available only to the extent that they provide the appropriate balance or support to a student's total program.

6 Ideally a student's program should possess the qualities of coherence, continuity, and balance: coherence in that most of his courses are related in some way to his immediate and long-term goals; continuity in providing the opportunity for some extended study of sequential subjects or the application of known principles to new studies; balance in the range of knowledge and learning styles upon which he may base his future educational and occupational choices.

7 Transfers or change of courses that may be permitted within the school during the year should, whenever possible, retain the coherence of a student's program as well as the other principles that have been involved in its initial planning.

8 a) In accordance with the principle of continuous progress in education, where it is appropriate, a student who has parental approval and is acting upon the advice of the principal should be assisted in planning a program of study that will enable him to complete the requirements for the Secondary School Honour Graduation Diploma in fewer than five years.

b) In such cases as in (a) above, a student may be permitted to proceed to courses leading to the Secondary School Honour Graduation Diploma without completing the total number of credits required for the Secondary School Graduation Diploma but the requirements of English and Canadian Studies as well as three credits from each of the four areas of study must be fulfilled.

9 Building a program for a student who has already received or now needs Special Education services will depend on assessments that are based on school records, special reports forwarded with parental permission to secondary schools, and on conferences with the exceptional student, his parents, and former teachers. It may be necessary to give consideration to such factors as:

- a) restrictions or limitations imposed by physical or emotional handicaps;
- b) side effects of medication that may affect learning;
- c) areas of academic and psychological strength that form a foundation upon which progress may be built;
- d) techniques or approaches that may ameliorate a handicap or weakness.

\* Students who have attained the age of majority may accept responsibility for their own curricular choices.



Minor adjustments, such as allowing a student to make carbon copies of his notes for a fellow student with cerebral palsy or allowing a physically handicapped student extra time to change classes, enable some exceptional students to participate in regular courses. Within all schools, however, there will still be students for whom special courses, instructional techniques, learning materials, and evaluation processes will be necessary. For these students, in particular, instruction should be assigned to imaginative, experienced teachers who have an understanding of their special needs, a preference for the challenge of teaching students with learning difficulties, and a commitment to the objectives of the courses. The number of students in each class should be consistent with the regulations specifying the objectives of a personalized approach to Special Education.

### Areas of Study

An area of study may be defined as a broad segment of man's knowledge and inquiry. The diploma requirements are designed to ensure that in keeping with the principle of providing breadth in a student's program as well as a framework within which continuity and balance can be maintained, opportunity is given each student to gain some experience in each of four areas of study: Communications, Social and Environmental Studies, Pure and Applied Sciences, Arts. In consultation with his staff, the principal shall classify all courses offered in his school under these headings. The assignment of a course to an area of study will depend on its content and the method of approach to be used.

There are courses which, by reason of their content or emphasis, are logically appropriate in more than one area of study. Thus a course that can be considered to belong to two areas of study because of its interdisciplinary or multi-disciplinary nature may be assigned to both areas of study when, in the opinion of the principal, it will be taught from a point of view consistent with the definition of these areas of study.

The definitions given below are intended to assist principals in assigning courses to areas of study.

#### Communications

This area consists of studies that are primarily concerned with man's interchange of thought and with various modes of human expression. Although languages, both native and foreign, are the subjects that most obviously belong in this area of study, many other subjects could be included here if they emphasize a medium of communication, be it linguistic, mechanical, symbolic, or pictorial.

#### Social and Environmental Studies

This area consists of studies that are primarily concerned with man's unique nature and his interaction with his environment and with his fellows. It is evident that the study of man and his environment may be considered the major component of many subjects dealing with human thought and action in the past, present, or future. The ways in which people live, raise their families, earn and spend their money, worship, establish their governments and laws, travel, and shape their surroundings are some of the topics that could be included in courses in this area of study.

#### Pure and Applied Sciences

This area consists of studies that are primarily concerned with the properties of matter and energy, the conditions of their interaction, and the application of this understanding to the solution of practical problems. Within this area could be included many of the courses related to the fields of mathematics, science, business, and technology.

#### Arts

This area consists of studies concerned with the aesthetic nature of man and the creative expression of this aspect of his nature. This expression may take the form of physical movement, music, drama, film, any of the visual arts, as well as the application of decoration and design for public or private use.

*It is the responsibility of the principal to ensure that the courses making up an individual student's program encompass the four areas of study in accordance with the requirements for the Secondary School Graduation Diploma.*

### Development of Courses

- 1 Curriculum guidelines issued by the Ministry provide the framework within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of the students. The current Ontario Ministry of Education curriculum guidelines for secondary school education are listed in Appendix A (see page 10).
- 2 Certain organizational patterns such as semester, trimester, or summer school schedules will in some cases necessitate units of work that are worth less than a full credit. It is suggested, however, that no unit be designed with a credit value of less than one third.
- 3 *Courses leading to the Secondary School Graduation Diploma:* There are no restrictions on the number of courses that may be developed from any one guideline, as long as all courses reflect the intent and balance

described in the guideline from which they are developed. If multiple courses are to be developed, however, principals should satisfy themselves that the work planned is proportionate to the credit value, taking into consideration the particular students for whom the courses have been designed.

- 4 *Courses leading to the Secondary School Honour Graduation Diploma:* Because they provide a basis for university level post-secondary education, it is important that depth of study and intellectual demand be maintained in these courses. For this reason, the content of most honour graduation guidelines is more specifically described and the credit value fixed within more definite limits.

Limits are also applied to the number of honour graduation courses that may be developed from a particular guideline. Because of their specific nature, the educational experiences gained from honour graduation courses derived from the same guideline are essentially repetitive beyond a certain point. If a school intends to offer more credits than those assigned to each of the guidelines listed below and on the next page, approval must be requested as it must for courses whose rationale is different from that outlined in Ministry guidelines.

a) Honour graduation courses for a *single credit* may be developed from the following guidelines:

Accountancy Practice RP.31/1963  
Art S.13/1962  
Biology, Grade 13/1969  
Chemistry S.17E/1967  
Economic Reasoning, An Introduction to, 1971  
Geography S.7/1968; Géographie S.7/1968  
History, Senior Division, 1970; Histoire, Cycle supérieur, 1971  
Home Economics S.6(13)/1968  
Music S.16/1968  
Physics S.17C/1967  
Secretarial Practice RP.31/1963

b) Honour graduation courses for a maximum of *two credits* may be developed from the following guidelines:

Anglais K-13, Senior Division, 1970  
English S.46(13)/1968  
Français S.46(13)/1968  
French S.15A(13)/1968  
German S.15B(13)/1968  
Greek (Latin and) S.11(13)/1968  
Italian S.15D(13)/1968  
Latin and Greek S.11(13)/1968  
Russian I. & S.15/1961 and S.15C(13)/1968  
Spanish S.41(13)/1968



# Diploma Requirements

c) Mathematics, Senior Division, 1972, outlines work for a maximum of *four credits* towards the Honour Graduation Diploma as follows:

Relations and Functions	1 credit
Calculus	1 credit
Algebra	1 credit
Mathematics of Investment	1 credit

d) Specific approval of the Ministry of Education is required:

i) for courses beyond the credit limits outlined above;

ii) for courses developed from the following guidelines:

- Dramatic Arts K-13 1970/Art dramatique K-13 1971
- Law, Senior Division, 1972/Le Droit, Cycle supérieur, 1972
- Man in Society RP.48/1965
- Man, Science and Technology, Intermediate and Senior Divisions, 1972
- People and Politics, Senior Division, 1972
- Physical Education S.29/1960
- Screen Education K-13/1970
- Urban Studies, Senior Division, 1971

iii) for courses developed outside the rationale of curriculum guidelines.

5 *New or experimental courses* not included in the rationale of existing guidelines require Ministry approval for purposes of credit towards an Ontario school graduation diploma. Before new or experimental courses are requested, careful consideration should be given to the availability of staff, facilities, and instructional materials, as well as the possible reallocation of existing resources within the school. Permission is also required for the use of textbooks to be used in connection with new or experimental courses, except those used in courses acceptable for the Secondary School Honour Graduation Diploma.

a) The chief education officer of a school board shall send a request for approval to the Regional Director of Education, along with an outline of the nature of the studies to be undertaken, the year and division at which the course will be given, the credit value, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.

b) Requests for approval must be sent well in advance of the proposed introduction of the course.

c) Approval, when given, applies only to a specific course at the school named in the letter of approval.

d) For courses leading to the Secondary School Graduation Diploma, approvals are granted for an indefinite period, unless otherwise stated in the letter of approval.

e) Approval of courses for credit towards the Secondary School Honour Graduation Diploma will be granted on a two-year basis.

f) The principal of the school for which the course is approved must assume supervisory responsibility even when all or a significant portion of the course is conducted at some location other than the school premises and instruction is given by persons who are not on the teaching staff of the school.

6 Principals of special vocational schools and principals of composite secondary schools where special vocational education is being offered to students in their third or fourth year of secondary education should note that, in addition to vocational and occupational type courses, suitable courses may be adapted from Senior Division guidelines. In cases where relevant guidelines do not exist, new courses must be submitted for Ministry of Education approval through the process outlined above.

## Selection of Textbooks for Use with Courses

1 *Circular 14, Textbooks*, issued by authority of the Ministry of Education, lists textbooks approved for use in the schools.

2 Principals and supervisory officials are reminded of their responsibilities under the acts and regulations pertaining to textbooks used in the schools under their jurisdiction. Reference should be made to the General Information section of *Circular 14* and the pertinent extracts from the acts and regulations for provisions concerning the selection of textbooks.

3 Requests for approval to use textbooks not listed in *Circular 14* or not covered under Section 5 (c) of that circular must be submitted by the chief education officer of a school board to the Regional Director of Education. Approval is not required for textbooks to be used in courses acceptable for the Secondary School Honour Graduation Diploma.

4 Where textbooks are to be selected locally under Section 5 (c) of *Circular 14*, preference should be given to books by Canadian authors or editors, and printed and bound in Canada.

5 *Circular 15, Canadian Curriculum Materials*, issued by the Ministry, should be consulted for supplementary books and other learning materials of Canadian authorship, design, and manufacture.

## Definition of a Credit

*A credit is granted in recognition of successful completion of a course planned to contain work that would normally be completed in 110 to 120 hours of scheduled time.*

Implicit in this definition are the components of work, time, and evaluation. In order to fulfil the intent of the definition, consideration should be given to all these components. *Scheduled time* should not involve homework normally associated with school work nor should it include travelling time to and from studies taken at locations away from the school. The definition is not meant to imply that courses should be offered only in units of one credit; it is provided as a criterion to assist in measuring the progress of a student towards a diploma.

In the case of occupational education, the decision as to whether a course is to be assigned credit value or not is to be made by the principal in consultation with his staff. It is suggested, however, that students should begin to accumulate credits in their third year after leaving the Junior Division.

## The Secondary School Graduation Diploma

The Secondary School Graduation Diploma, when it is accompanied by the Student Achievement Form from the Ontario Student Record System, is as individual as the student who possesses it. It is necessary to emphasize to parents, prospective employers, and/or post-secondary institutions of education that this diploma, awarded in recognition of achievement and effort, is attainable by all secondary school students who achieve satisfactory levels in the wide variety of available courses. Assessment of a student's program and levels of attainment for the purposes of employment or further education should, therefore, be made on the basis of the Student Achievement Form which is part of the Ontario School Record System. Students also should be made aware of the importance of this form and the necessity that it reflect the highest levels of achievement which they are capable of reaching.

## Requirements for the Secondary School Graduation Diploma

1 A Secondary School Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has completed satisfactorily a minimum of 27 credits in a secondary school in accordance with the following conditions:

—At least three credits from each of the four areas of study



–A further fifteen credits from any of the four areas of study

–Among the foregoing requirements, at least four credits must be from courses designated as English Studies;<sup>1</sup> a further two credits must be from courses designated as Canadian Studies.<sup>2</sup>

2 Principals should note that graduation diplomas may be issued at any time during the year to students who have successfully completed the diploma requirements.

3 Wherever it is appropriate in terms of student ability and school resources, principals should urge students to take more than the minimum 27 credits, with as many credits as feasible in courses derived from Senior Division guidelines.

4 In accord with the concept of continuous progress in education, an elementary school principal and the principal of a publicly-supported school offering secondary school programs may decide that it is appropriate for certain elementary school students to enrol in secondary school courses. Where prior permission has been granted by local supervisory officers for an elementary school student to take secondary school courses for credit, the principal of the publicly-supported school offering secondary school programs shall assume the responsibility for evaluation and allotment of credits towards the Secondary School Graduation Diploma.

5 In the case of French-language secondary schools; reference should be made to Section 58 of the Secondary Schools and Board of Education Act, 1971, as amended by Bill 180/1973.

1 English Studies are defined as courses that deal with any aspect of the English language and which have as their major purpose the improvement of comprehension and of oral and written expression. English Studies include the traditional courses in English and Anglais, but can also include other courses whose major purpose is to develop and improve communication skills in the English language, e.g., creative writing, journalism, business correspondence, scientific reporting, dramatic arts. A course meeting the English Studies requirement may be placed under any appropriate area of study.

2 Canadian Studies are defined as courses that have as their major purpose a study of some aspect of Canadian society, be it historical, environmental, cultural, economic, political, geographic, or sociological. The purpose of Canadian Studies is to help the student develop an awareness of Canada and an understanding of Canada's place in the global society of which it is a part. Canadian Studies could include courses within current guidelines such as History, Geography, Urban Studies, Economics, Environmental Science, and any other approved courses directed to the study of Canada. A course meeting the Canadian Studies requirement may be placed under any appropriate area of study.

6 For students entering an Ontario secondary school after completing one or more years of a program of secondary education in a school *not* organized on the credit system, e.g., a private school or a secondary school outside the province, the following additional credit requirements are normally applicable:

- after one completed year, a total of 20 credits
- after two completed years, a total of 13 credits
- after three completed years, a total of 6 credits.

The principal should judge each case on its own merit and determine as equitably as possible the credit equivalent of a student's educational background.

7 The qualifications listed in Appendix B, Certificates Accepted for Credit(s) in Music for the Secondary School Graduation Diploma, may be counted for one credit towards the Secondary School Graduation Diploma in addition to any music credits taken in the school.

8 The principal of a secondary school shall, upon request, issue a copy of the Student Achievement Form or a statement of standing on school stationery to a student who leaves school on or before completing requirements for the Secondary School Graduation Diploma. The statement may be issued at any time during the school year and must clearly describe the number of credits satisfactorily completed and any partial work which, in the opinion of the principal, is significant.

#### Certificate of Training

On the recommendation of the principal, a Certificate of Training will be granted by the Ministry of Education to a student who, after successfully completing a secondary school program of occupational education of one, two, or three years' duration, withdraws from school before fulfilling the requirements for the Secondary School Graduation Diploma.

The certificate should be supplemented by a copy of the Student Achievement Form indicating the number of credits accumulated and clearly defining the duration and areas of concentration of the student's program of studies.

#### The Secondary School Honour Graduation Diploma

Courses available in the secondary school and leading to the Secondary School Honour Graduation Diploma provide an opportunity for students to explore in depth a limited number of subject areas or to con-

tinue a broad and diversified program. In keeping with the principle of continuous progress in education, it may be considered desirable for a student to undertake courses qualifying for credit towards the Secondary School Honour Graduation Diploma before he has completed all the requirements for the Secondary School Graduation Diploma. Honour graduation courses must, however, continue to demand from students an advanced level of academic achievement and maturity. In order to derive maximum benefit from the studies undertaken, students should be helped and encouraged to utilize the widest possible variety of learning resources in both scheduled and un-scheduled time.

1 A credit towards the Secondary School Honour Graduation Diploma is granted in recognition of successful completion of an honour graduation course planned to contain work that would normally be completed in 110 to 120 hours of scheduled time.

2 A Secondary School Honour Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has gained six credits comprising work acceptable for the Secondary School Honour Graduation Diploma.

3 In order to ensure depth of study in honour diploma work, no fractional credit less than one will be accepted for diploma purposes. Credit value greater than one should be assigned only to courses that extend in time and content significantly beyond the requirements for a single credit. In determining whether such courses require special approval, reference should be made to the number of credits that may be derived from honour graduation guidelines as outlined on page 5.

4 Students have freedom in the selection of courses from among those available in their school. More than one credit may be presented in a particular subject area for the Secondary Honour Graduation Diploma. The importance of careful choice in the light of the future plans of the student should be emphasized.

5 Work acceptable for the Secondary School Honour Graduation Diploma may consist of:

a) courses that are within the rationale of existing honour graduation curriculum guidelines, or

b) approved courses that are not within the rationale of existing honour graduation curriculum guidelines.



# Special Provisions and Services

In order to be approved for purposes of credit towards the Secondary School Honour Graduation Diploma, new or experimental courses must reflect the level of scholarship and depth of treatment indicated in existing honour graduation curriculum guidelines. Therefore, a full description of the proposed course must be submitted to the Regional Director of Education in accordance with the procedure outlined on page 6.

6 Credits obtained in honour graduation courses may be counted towards the Secondary School Honour Graduation Diploma or the Secondary School Graduation Diploma, *but not both*. In cases where the student has used an honour graduation credit for the Secondary School Graduation Diploma and later wishes to replace it with another credit, he may do so, thereby releasing the honour graduation credit for the Secondary School Honour Graduation Diploma.

7 Standing obtained in either French or Français, but not both, will be counted towards the Secondary School Honour Graduation Diploma. This provision also applies to English and Anglais.

8 The qualifications listed in Appendix C, Certificates Accepted for Credit(s) in Music for the Secondary School Honour Graduation Diploma, may be counted for one credit towards the Secondary School Honour Graduation Diploma in addition to any music credits taken in the school.

9 Where a student holds one or more grade 13 credits as defined in or prior to 1970-71, he may qualify for a Secondary School Honour Graduation Diploma either:

a) by successfully completing work after September 1, 1971, to make a combined total of seven former and new credits; or

b) by having grade 13 credits obtained in or prior to the 1970-71 school year re-evaluated according to the definition of credits on page 6 and successfully completing work after September 1, 1971, to make a total of six new credits. In no case may a student who failed to qualify for a Secondary School Honour Graduation Diploma by August 31, 1971, be awarded the diploma without completing a minimum of one new credit after that date.

## Correspondence Courses

Secondary school correspondence courses conferring credit towards the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma are provided to Ontario residents by the Ministry of Education free of charge. Applicants for these courses may be enrolled at any time of the year and may also complete courses at any time of the year according to the rate of their own individual progress.

The Chief Education Officer, Correspondence Courses, may admit a student in his third, fourth, or fifth year in a secondary school to a course offered by correspondence and not available to the student in his school, provided that the conditions established by the Ministry of Education for such enrolment are met and that the enrolment has the approval of the student's principal.

When a student has completed the requirements for a diploma through correspondence courses, he will be recommended for the appropriate diploma by the Chief Education Officer, Correspondence Courses, who will submit the required records to the Education Records Branch of the Ministry of Education.

For the most recent information and regulations concerning eligibility and enrolment procedures, reference should be made to the booklet *Correspondence Courses 1974-75*.

## Evening Classes

One of the main purposes of evening classes is to provide continuing education for adult students. A pupil who attends a day school may be admitted to an evening course of study *only with the approval of the principal of the day school*.

In evening class courses taken for credit, where the time allotment is below that required by the credit definition on page 6, it is the responsibility of the evening class principal to ensure that the course does in fact contain work that would normally be completed after 110-120 hours of scheduled day-school time.

## Private Schools

When the principal of a private school operating a school-year program or a summer-school program applies to have a Ministry official report on his school with respect to the standard of instruction and the work of students in subjects leading to the Secondary School Graduation Diploma

or the Secondary School Honour Graduation Diploma, the Regional Director of Education shall arrange for the inspection.

Upon the recommendation of the principal of a private school for which the Ministry official and the Regional Director of Education have reported the quality of teaching and the work of the students to be satisfactory, a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma shall be granted to a student who has completed the appropriate requirements.

## Private Study

When a student is preparing himself by private study in a course, he shall notify the principal of the school from which he hopes to obtain standing as early as possible but not later than the first school day in February, and thereupon the principal may arrange for a process of evaluation of the student's work.

When a student has obtained satisfactory standing by a process of evaluation approved by the principal, the principal shall give him a statement on school stationery certifying that he has gained standing in the course concerned.

After a private-study student has completed the appropriate requirements for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, he must present this evidence to the principal of the school where he last gained standing. The appropriate diploma will be granted on the recommendation of the principal.

## Summer Schools

1 Summer schools may be established by boards of education or by separate school boards under the provisions of Paragraph 30 of Section 34 of the Schools Administration Act. Paragraph 1a of Sub-section 2 of Section 1 of the Schools Administration Act provides for grant allowance for attendance at summer school. Since grants are paid for resident students taking summer courses provided by a board in the same manner as for day school students during the regular school year, no fees are to be charged to such students. The chief education officer of the board concerned shall notify the Education Records Branch of the Ministry of Education by May 15 of the subjects which it intends to offer in its summer school program.



2 Secondary school courses offered by summer schools may be of three types:

a) courses carrying diploma credit, designed for students who have taken the same courses in day or evening classes during the regular school year but who have not obtained standing or wish to improve their standing in such courses;

b) courses for credit that have not been previously studied;

c) courses that are not for credit but that are designed to meet the specific interests or needs of students.

3 Students who meet the terms for admittance established by the board operating the summer school may be admitted to summer school courses.

4 Summer school courses shall not begin until after the last legal school day in June, nor extend beyond the first legal school day of the following school year.

5 *To qualify for diploma credit, courses that have not been taken previously by the student must fulfil the same credit requirements as courses offered within the regular school year.* Summer courses that do not satisfy the full credit definition on page 6 must be counted as fractional credits. It is suggested, however, that no fractional credit less than one third be assigned to any such course.

6 Courses taken for credit by students who did not obtain satisfactory standing during the regular school year in the same course need not be scheduled for the full time stated in the credit definition given on page 6. In no case, however, may the amount of scheduled time be less than one half the total time provided for the course during the regular session. Standing for students in these courses shall be established by taking the higher of the standings obtained in summer school and in the regular day classes, not by averaging the two.

7 On or before the last day of August, a statement of the standing obtained in summer school courses shall be issued to the student by the board operating the summer school. Where the course carries certificate or diploma credit, the standing shall also

be reported to the principal of the school that the student last attended. This standing shall be accepted by the principal of the school last attended as if it had been granted upon his report and shall be recorded in school records along with courses taken during the regular school year.

8 Where a student, through attendance and achievement at an approved summer school, completes the requirements for a certificate or diploma, he will be recommended immediately for the appropriate certificate or diploma by the principal of the school last attended, who will submit the required records to the Education Records Branch of the Ministry of Education.

### Guidance Services

The maintenance of an effective guidance and counselling service is vital to the operation of a secondary school. The wide variety of curriculum choices available to students in most secondary schools makes it essential that high priority be given to consultation services. If students are to make informed decisions about course selections, they need to know as precisely as possible the philosophy and practice of the school regarding the courses that are available as well as the possible consequences of their particular choices. The expectations of business, industry, and post-secondary education, as well as the national priorities referred to on page 4, may have a significant influence on the selection of courses making up an individual program and should, therefore, be part of the information readily available to each student. Furthermore, the planning of programs with students requires continuous assessment of individual potential and achievement if the student is to be assisted in finding the appropriate purpose and direction in his secondary school education.

Guidance services are necessary in facilitating the adjustment of new students or those requiring Special Education services. Liaison with feeder schools, utilization of the resources of community agencies, and the satisfactory flow of educational and vocational information to students, teachers, and parents are also important functions of guidance services.

In planning for these essential services in their schools, principals should encourage guidance counsellors to meet regularly with teachers in order that some of the information required by students may be available from all staff members and that counsellors may evaluate the guidance services they are providing to the whole school.

### Library Resource Centre

The increased emphasis on independent study and research requires a variety of learning materials as well as areas suitable for independent study and small group activities.

Regularly scheduled classes in the library resource centre should be avoided so that these facilities may be available to groups and individual students at all times of the school day as well as before and after regular school hours. Consideration should also be given to the extension of services during evenings and weekends.

Most effective use is made of the centre when the principal, teachers, students, and the school librarian co-operatively determine the materials and services needed.

Principals should encourage those in charge of the centres to place particular emphasis upon the acquisition of suitable learning materials of Canadian origin.



# Appendix A:

# Ministry of Education Intermediate and Senior Division Guidelines and Courses

(as of September 1973)

\*Copies of guidelines for these courses are out of print and will remain so until revisions are completed.

\*\*These publications do not contain a specific grade 13 syllabus; therefore, schools wishing to offer honour graduation level courses from these guidelines should seek approval from the regional director, as in the case of new or experimental courses.

†Guidelines that outline courses acceptable for Secondary School Honour Graduation credit.

## Notes:

1 Publications that have been superseded by new guidelines have been omitted from this list. It is expected that within a reasonable time schools will replace courses based on the deleted publications with courses based on the new guidelines.

2 The number that precedes each guideline and course title is part of a coding system recently adopted by the Ministry. These numbers will appear with guideline titles on documents such as the September Report.

H80-010	*†Accountancy Practice RP.31/1963
S80-060	<i>Accounting, Introduction to</i> , Senior Division, 1970
S94-030	*Agricultural Mechanics RP.27A/1966
C91-010	Air Conditioning and Refrigeration RP.27/1963
C99-010	Aircraft RP.27/1963
G30-010	† <i>Anglais</i> , K-13, 1970
I91-011	Applied Electricity RP.27/1963
I70-030	Art I.13 and I.13A/1968
D70-020	†Art S.13/1962
C99-011	Auto Body Repair RP.27/1963
I99-090	*Auto Body Repair RP.35/1962
C99-012	Auto Mechanics RP.27/1963
I99-091	*Automobile Servicing RP.35/1962
S50-010	Biology RP.50/1963
H50-020	† <i>Biology</i> , Grade 13/1969
S82-011	*Business Finance RP.31/1963
C82-012	*Business Machines RP.31/1963
I82-014	*Business Mathematics RP.31/1963
S82-015	*Business Organization and Management RP.31/1963
I82-016	*Business Practice RP.31/1963
I91-090	*Carpentry RP.35/1962
S51-020	Chemistry RP.51/1965
S51-030	Chemistry S.17D/1966
H51-040	†Chemistry S.17E/1967
S84-051	<i>Communications and Business Procedures</i> , Senior Division, 1971
S40-010	<i>Computer Science</i> , Senior Division, 1970
C11-010	** <i>Consumer Studies</i> , Intermediate and Senior Divisions, 1972
S84-011	*Correspondence and Spelling RP.31/1963
S81-031	Data Processing, Basic Programming, RP.33/1966
S81-032	Data Processing, Business Systems Programming, RP.33/1966
S81-033	Data Processing, Computer Concepts, RP.33/1966
S81-034	Data Processing, Computer Fundamentals, RP.33/1966
S81-035	Data Processing, Business Data Processing, RP.33/1966
S81-036	Data Processing, Special Commercial, RP.33/1966
S81-037	Data Processing, Systems Design, RP.33/1966
S81-038	Data Processing, Unit Record Fundamentals, RP.33/1966
S63-030	Dietary Supervision, Senior Division, RP.52/1966
I90-010	Drafting RP.27/1963
I90-090	*Drafting (Blueprint Reading and Sketching) RP.35/1962
S92-010	Drafting (Electrical) RP.27/1963
C71-010	** <i>Dramatic Arts</i> , K-13, 1970/ <i>Art dramatique</i> , K-13, 1971
I94-090	*Drycleaning and Pressing RP.35/1962
H60-011	† <i>Economic Reasoning, An Introduction to</i> , 1971
S60-010	<i>Economics</i> , Senior Division, 1971
I92-090	*Electrical Appliance Repair RP.35/1962
S92-070	<i>Elements of Computer Technology</i> , Senior Division, 1970
S91-080	<i>Elements of Construction Technology</i> , Senior Division, 1970
S92-050	Elements of Electrical Technology S.27B/1968
S95-060	Elements of Mechanical Technology S.27D/1968
I20-040	<i>English</i> , Intermediate Division, 1969
S20-020	*English RP.S.4/1967
H20-030	*†English S.4(13)/1968
C52-010	** <i>Environmental Science</i> , Intermediate and Senior Divisions, 1973



I63-070	<i>Family Studies</i> , Intermediate Division, Interim, 1973	I41-040	Mathematics I.12C (4 & 5)/1964
S63-050	Fashion Arts RP.54/1971	I41-050	Mathematics I.12D (4)/1966
S21-050	<i>Français</i> , Cycle supérieur, 1973	I41-051	Mathematics I.12D (5)/1966
I21-040	<i>Français</i> , Niveau intermédiaire, 1971	I41-090	*Mathematics RP.35/1962
H21-030	† <i>Français</i> , S.46(13)/1968	D40-060	†Mathematics, Senior Division, 1972
C32-010	French I. and S.15/1961 <sup>1</sup>	I83-090	*Merchandising RP.35/1962
C32-020	*French RP.15/1964 <sup>1</sup>	I83-025	Merchandising (Retail) RP.32/1965
H32-040	†French S.15A(13)/1968	D72-030	†Music S.16/1968
I32-033	French I.15A(9-10)/1968 <sup>2</sup>	C72-020	Music (Instrumental) I. & S.16B/1967
S32-050	French S.15A(11-12)/1972 <sup>2</sup>	I72-050	<i>Music</i> , Intermediate Division, Interim, 1972
		C72-010	*Music (Vocal) I. & S.16A/1967
S61-010	*Geography RP.7/1962		
I61-020	*Geography I.7 & I.9/1962	I97-091	*Nursery School and Child Care RP.35/1962
D61-030	†Geography/Géographie S.7/1968	S63-040	Nursing Assistants RP.53/1966
I61-040	<i>Geography</i> , Intermediate Division, Interim (Man and the Earth), 1973		
I61-090	*Geography RP.35/1962	I94-091	*Painting and Decorating RP.35/1962
S53-010	Geology RP.47/1963	C82-017	Penmanship RP.31/1963
C33-010	German I. & S.15/1961	S65-020	**People and Politics, Senior Division, 1972
H33-050	†German S.15B(13)/1968	S73-010 (*)	**Physical Education S.29/1960
I90-011	Graphic Arts RP.27/1963	I73-020	Physical and Health Education 1.29/1966
S90-100	<i>Graphic Arts</i> , Senior Division, 1972		Education physique et hygiène 1.29/1967
C31-011	<i>Greek, Latin and</i> , Intermediate and Senior Divisions, 1969	S73-040	Physical and Health Education, Senior Division
H31-021	† <i>Greek, Latin and</i> , S.11(13)/1968		Health Education, S.29A/1969
C10-010	Guidance I.3 (& S.5)/1968	S55-010	Physics S.17A/1966
		H55-020	†Physics S.17C/1967
I97-090	*Hairdressing RP.35/1962	I91-012	Plumbing RP.27/1963
I62-010	History I.7 & I.9/1962		
I62-040	<i>History</i> , Intermediate Division, Interim, 1973	I82-018	*Record Keeping RP.31/1963
S62-020	*History RP.9/1964	I93-090	*Restaurant Services RP.35/1962
D62-030	† <i>History</i> , Senior Division/ <i>Historie</i> , Division Senior, 1970	C33-030	Russian I. & S.15/1961
I62-090	*History RP.35/1962	H33-070	†Russian S.15C(13)/1968
I63-010	Home Economics I.6/1964		
I63-090	*Home Economics RP.35/1962	S54-010	Science RP.17/1964
S63-020	Home Economics RP.S.6/1964	I54-030	<i>Science</i> , Intermediate Division, Interim, 1972
H63-060	†Home Economics S.6(13)/1968	C54-080	Science (Technical) RP.27/1963
		C74-010	**Screen Education K-13/1970
C96-020	*Industrial Arts I.19 and S.19/1962	H84-011	*†Secretarial Practice RP.31/1963
S51-080	Industrial Chemistry RP.27/1963	I95-090	*Sheet Metal RP.35/1962
S95-040	Industrial Physics S.27C/1967	I95-011	Sheet Metal Practice RP.27/1963
C11-020	<i>Informatics</i> , Intermediate and Senior Divisions, 1972	C84-012	*Shorthand RP.31/1963
D33-060	†Italian S.15D/1968	I99-092	*Small Engines RP.35/1962
		S11-040	** <i>Space and Man</i> , Senior Division, 1969
I94-092	*Janitorial Services RP.35/1962	C33-080	Spanish I. & S.43/1964
C31-010	<i>Latin and Greek</i> , Intermediate and Senior Divisions, 1969	H33-090	†Spanish S.43(13)/1968
H31-020	† <i>Latin and Greek</i> S.11(13)/1968		
S64-010	** <i>Law</i> , Senior Division/ <i>Le Droit</i> , Cycle supérieur/1972	C84-040	Typewriting, Personal, I. & S.31A/1969
		I84-050	<i>Typing, Basic Business</i> , Intermediate Division, 1971
I95-010	Machine Shop Practice RP.27/1963		
S63-070 (*)	**Man in Society RP.48/1965	S61-040	** <i>Urban Studies</i> , Senior Division, 1971
C11-030	** <i>Man, Science and Technology</i> , Intermediate and Senior Divisions, 1972		
S83-021	Marketing, Advertising & Sales Promotion RP.32/1964	I95-012	Welding RP.27/1963
S83-022	Marketing, Evolution of, RP.32/1964	I95-091	*Welding and Cutting RP.35/1962
S83-023	Marketing, Process of, RP.32/1964	I91-013	Woodworking (General) RP.27/1963
S83-024	Marketing, Traffic, Shipping and Transportation RP.32/1964	C95-013	Woodworking (Pattern Making and Casting) RP.27/1963
I91-091	*Masonry and Allied Trades RP.35/1962	S66-010	<i>World Religions</i> , Senior Division/ <i>Les grandes religions</i> , Division Senior/1971

<sup>1</sup> For students beginning French in secondary school

<sup>2</sup> For students continuing French from elementary school programs



Appendix B:

Certificates Accepted for Credit  
in Music for the Secondary School  
Graduation Diploma

(See page 7, note 7, Secondary School Graduation Diploma.)

	One credit towards the Secondary School Graduation Diploma
Royal Conservatory of Music of Toronto	(i) Grade VIII Practical and Grade II Rudiments
Western Ontario Conservatory, London	(i) Grade VIII Practical and Grade II Rudiments
McGill Preparatory School of Music	(i) Grade 10 Practical and Grade 10 Theory
Trinity College of Music, London, England	Grade VII Practical and Grade V Theory
Royal Schools of Music, London, England	Grade VII Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade VI Theory

Appendix C:

Certificates Accepted for Credit  
in Music for the Secondary School  
Honour Graduation Diploma

(See page 7, note 7, Secondary School Honour Graduation Diploma.)

	One credit towards the Secondary School Honour Graduation Diploma
Royal Conservatory of Music of Toronto	(i) Grade IX Practical and Grade III Harmony
Western Ontario Conservatory, London	(i) Grade IX Practical and Grade III Harmony
McGill Preparatory School of Music	(i) Grade 11 Practical and Grade 11 Theory
Trinity College of Music, London, England	(i) Grade VIII Practical and Grade VI Theory
Royal Schools of Music, London, England	Grade VIII Practical and one of: (i) Grade IV Grammar of Music or (ii) Grade VIII Theory